DOCUMENT RESUME

ED 463 804 JC 020 320

AUTHOR McHewitt, Earl R.; Taylor, Garry
TITLE Perkins Core Performance Measures Results and Targets, 2000-2001.
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE 2002-01-00
NOTE 14p.; For the 1999-2000 report, see ED 452 932.
AVAILABLE FROM For full text: http://www.so.cc.va.us/vccsasr/research/index.html.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Accountability; *College Outcomes Assessment; *Community Colleges; Degrees (Academic); *Educational Assessment; *Educational Objectives; Enrollment; Minority Groups; Two Year Colleges
IDENTIFIERS *Performance Indicators; *Virginia Community College System

ABSTRACT

This is a report on 2000-2001 Perkins III core performance standards and measures for the Virginia Community College System (VCCS). Perkins performance measure definitions for the system were finalized with the Virginia and federal departments of education in fall 2000. Core indicators include: (1) student attainment, which measures academic and technical skills; (2) completion, which looks at graduation rate; (3) placement and persistence, which focuses on employment, further study, and retention; and (4) equity of program enrollment and completion, which includes representation in enrollment and graduates. For indicator 1, the VCCS fell approximately 2 points under the agreed-upon levels of 70% for academic attainment and 83% for skill proficiencies. For indicator 2, the VCCS narrowly surpassed the agreed-upon level of 18%. For indicator 3, the system fell just under the standard levels of 75% for placement and 90% for retention. Finally, for indicator 4, the VCCS surpassed the standard participation level of 19% by almost 2 points. It also surpassed by more than 5 points the agreed-upon level of 23% for completion. Results are detailed in the report's three charts. (EMH)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 463 804

Perkins Core Performance Measures
Results and Targets
2000-2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E McHewitt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Earl R. McHewitt
Garry Taylor
Academic Services & Research

January 2002

BEST COPY AVAILABLE

PERKINS III
CORE PERFORMANCE STANDARDS AND MEASURES
VCCS INDICATORS

- Perkins performance measure definitions for the System were finalized with the Virginia and federal departments of education in Fall 2000 (see TABLE 1).

- System level performance measures for the most recent data cycle, 2000-01, are arrayed in TABLE 2.

- Federally approved VCCS or System-level targets for the 2000-01 reporting cycle were established and reviewed through Spring 2001(see TABLE 2). The latest VCCS performance targets through 2003-04were approved in Fall 2001 and are also listed in Table 2.

- College performance data are for college and Workforce Development staff planning and evaluation activities (see Table 3). Only System-level data are compared to System-level targets in the annual report submitted to DOE.

Copies available at: http://www.so.cc.va.us/vccsasr/Research/index.html

TABLE 1

PERKINS III DEFINITIONS
CORE PERFORMANCE STANDARDS AND MEASURES
VCCS INDICATORS

Core Indicator 1: Student Attainment

1P1 Academic Skills
This measure is the percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in math, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator.

1P2 Technical Skills
Percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator.

Core Indicator 2: Completion

2P2 Graduation Rate
A subset of the federal student right-to-know measure is used which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).

TABLE 1 (cont.)

Core Indicator 3: Placement and Persistence

3P1 Placement, Employment and Further Study
Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4th quarter of that calendar year. For the same graduates, State Council staff determines the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.

3P2 Retention, Employment
Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure,3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4th qtr. 1999 would be matched against UI employment information for 1st qtr. 2000. No baseline information has been produced. Not required in 2000-01.

Core Indicator 4: Equity: Program Enrollment and Completion

4P1 Representation, Enrollment
The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all "under-represented" programs. "Under-represented" programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.

4P2 Representation, Graduates
Similarly for the same "under-represented" programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all "under-represented" programs

Table 2

November 2001 Update

VIRGINIA-Postsecondary

Final Agreed Upon Performance Levels for 2000-01 and Years 3, 4 and 5

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels 2000-01	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5 7/1/01-6/30/02	 7/1/02-6/30/03	 7/1/03-6/30/04
1P1 Academic Attainment	**Numerator**: Number of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher who have a "C" or better in the academic course. **Denominator**: Number of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher.	2	69.65%	67.97%	70.08%	70.13%	70.18%	70.23%
1P2 Skill Proficiencies	**Numerator**: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000 who have a "C" or better in the occupational-technical course. **Denominator**: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000.	4	82.55%	81.26%	83.00%	83.05%	83.10%	83.15%
2P1 Completion	**Numerator**: Number who earn an award/degree within 150 percent of the program length. **Denominator**: Number of new	1	17.76%	18.40%	18.00%	18.05%	18.10%	18.15%

	freshmen entering occupational-technical programs as full-time students in a fall semester.							
3P1 Placement	**Numerator**: Number of graduates identified as employed within 6-12 following graduation plus the number of graduates identified as attending a 4-year institution in the term immediately following graduation. **Denominator**: Number of occupational-technical graduates.	3	73.69%	70.57%	74.69%	74.74%	74.79%	74.84%
3P2 Retention	**Numerator**: Number of graduates who successfully transitioned into employment, and who have continued employment for a period of at least one quarter. **Denominator**: Number of graduates who successfully transitioned into employment, as defined in 3P1.	3	89.63%	88.67%	89.63%	89.68%	89.73%	89.78%
4P1 Participation Non-Trad	**Numerator**: Number of students of the under-represented gender enrolled in non-traditional programs. **Denominator**: Number of students enrolled in non-traditional programs.	1	18.35%	20.76%	18.85%	18.90%	18.95%	19.00%
4P2 Completion Non-Trad	**Numerator**: Number of graduates of the under-represented gender who complete non-traditional programs. **Denominator**: Number of graduates who complete non-traditional programs.	1	22.14%	28.07%	22.50%	22.55%	22.60%	22.65%

Table 3

College Results
Perkins Performance Indicators: 2000-01 Data Cycle

The measures are based on Fall 2000 enrollments and grades (1P1,1P2, and 4P1), 1999-2000graduates (3P1, 3P2, 4P2), and a fall 1998 entering cohort (2P1).

Denominators and numerators are defined in Table 2. All tabled values are percentages.

	1P1	1P2	2P1	3P1	3P2	4P1	4P2
BRCC	81.8	91.9	32.3	82.7	81.0	9.1	18.3
CVCC	78.6	86.8	23.0	77.9	93.2	19.6	29.7
DSLCC	68.9	83.5	31.2	76.7	94.4	16.0	9.2
DCC	72.4	85.1	35.3	75.5	89.3	13.2	9.4
ESCC	69.5	83.7	40.0	71.6	78.7	26.9	19.6
GCC	73.5	83.0	18.2	79.0	91.2	18.1	11.4
JSRCC	62.0	76.7	14.5	77.7	91.9	20.6	18.9
JTCC	74.5	82.8	17.7	82.4	89.9	20.3	41.3
LFCC	76.1	82.9	30.9	74.5	88.3	13.8	42.4
MECC	63.0	79.3	22.1	53.7	87.9	14.4	11.7
NRCC	70.3	81.5	31.5	83.1	89.1	11.0	18.5
NVCC	62.8	77.1	6.8	62.5	88.6	28.1	31.0
PHCC	78.3	89.5	29.0	75.6	86.9	22.8	25.4
PDCCC	70.4	76.2	4.2	72.9	83.3	28.5	29.6
PVCC	74.7	83.8	2.6	81.2	79.0	24.6	27.8
RCC	72.5	80.8	20.0	81.7	95.7	19.0	22.1
SVCC	75.6	84.5	19.1	69.5	84.1	11.2	43.0
SWCC	65.9	77.3	17.3	66.9	87.4	26.1	43.8
TNCC	65.6	80.5	7.6	68.4	91.1	23.1	35.6
TCC	67.7	84.8	10.8	63.3	86.8	20.0	39.2
VHCC	65.0	82.9	16.8	64.5	87.7	18.6	19.7
VWCC	58.1	79.3	16.2	71.3	91.2	25.6	26.9
WCC	79.6	87.4	44.2	74.1	89.6	12.0	11.9
VCCS	68.0	81.3	18.4	70.6	88.7	20.8	28.1

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").